

GOALS & OBJECTIVES

The goal of the UAB Center for Interprofessional Education and Simulation (CIPES) is to bring together students and other learners from each of its schools, together with faculty and staff from UAB and the UAB Health System, into a cohesive and integrated system of interprofessional education and training with extensive use of a wide variety of simulation and clinical practice modalities.

CIPES objectives are accomplished through the work of three offices within the Center: the Office for Interprofessional Curriculum (OIPC), the Office of Standardized Patient Experience (OSPE), and the Office of Interprofessional Simulation for Innovative Clinical Practice (OIPS).

THE OVERARCHING GOALS FOR 2016-2017 WERE:

GOAL 1. Recognize the community of interprofessional educators and practitioners.

GOAL 2. Establish a collaborative environment across UAB health professional schools.

GOAL 3. Integrate the function of the three Offices (OIPC, OSPE, OIPS)

CIPES FACULTY APPOINTMENTS

Approved by the Provost Office, 22 faculty were appointed as CIPES Scholars and 2 as members appointments were based on the basis of outstanding contributions and participation in CIPES programs

LEADERSHIP FORUM

In May 2017, CIPES held a Leadership Forum with over 60 leaders from UAB, providing an opportunity for key stakeholders to engage in discussion and debate about extending development of Interprofessional programs. Keynote speech and closing remarks were provided by Eduardo Salas, PhD, Professor and Allyn R. & Gladys M. Cline Chair, Department of Psychology, Rice University.

Main recommendations:

- Expand interprofessional curriculum and training – already included in CIPES Offices
- Expand leadership development training – conveyed findings to leadership development groups at UAB and UAB Medicine
- Develop strategies to increase team-based, patient-centered care – No active groups



CIPES Leadership Forum - remarks by Eduardo Salas, PhD, Professor and Allyn R. & Gladys M. Cline Chair, Department of Psychology, Rice University



UAB OFFICE OF INTERPROFESSIONAL CURRICULUM



The Faculty Survey of IPE at UAB Identified **113** courses with IPE content with **34** professions participating

OIPC Vision

The vision of OIPC is that UAB will become an international leader in integrating interprofessional education into the curricula of health profession schools and in establishing a culture that fosters collaborative professional practice.

A key element to achieving that mission and vision is the following set of guiding principles for all OIPC activities.

Who We Are and What We Do

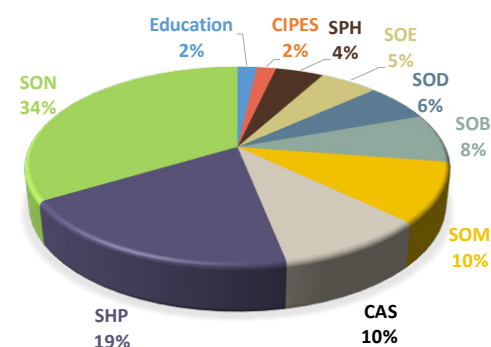
The fundamental goal of the OIPC is to support the academic schools at UAB to design and implement curricular components that foster a culture of interprofessional collaboration. Our aim is to promote attainment of

interprofessional competencies by students across disciplines in the areas of ethics, teamwork, communication, and roles/responsibilities. OIPC works in collaboration with all UAB schools to prepare faculty for the development and implementation of interprofessional curricular elements in new and existing courses and programs of study.

Faculty IPE tool kit was initiated in 2017

Faculty IPE Survey showed IP activities occurring in all Schools at UAB

IP COURSES



In FY 17 OIPC provided programs and service to 1334 UAB Students from 8 Schools and the Honors Program.

OIPC Key Programs

SHARP – Students Helping At-Risk Patients

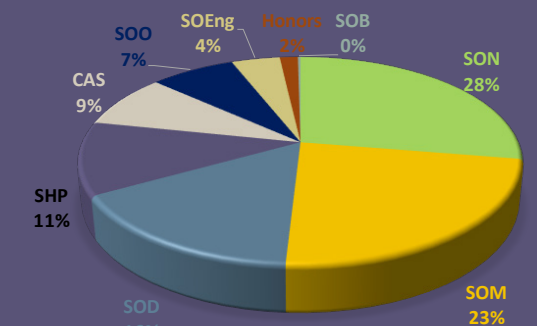
This is a pilot patient navigator program where medical, nursing and social work students assist community dwelling adults, who are patients of the UAB CHF clinic, maintain and improve their various health-related issues. Student training began in September with mentored patient meetings in October and November. In September Dr. Shorten received a School of Nursing, Dean's Scholar award to evaluate this program and prepare applications for extramural funding

Dr. Will Meador, School of Medicine, has been awarded a two year HSF/GEF grant to move the SHARP Program from its current pilot status to be fully operational. Beginning in Academic Year 2018/19 the program will have 32 groups per year. Initially each group will have six medical students, 2 advanced nursing students and 2 students from social work.

Interprofessional Team Training (IPTT)

IPTT was held in October 2016, February 2017 and September 2017. During these activities, 934 students from 9 professions were introduced to an interprofessional team approach to patient care

WHERE OUR STUDENTS COME FROM



- SHARP – STUDENT HELPING AT-RISK PATIENTS
- IPTT – INTERPROFESSIONAL TEAM TRAINING
- ICE – INTERPROFESSIONAL CLINICAL EXPERIENCE
- SOLUTION STUDIOS
- CO-ENROLLED ELECTIVES
- NURSE SHADOWING
- FACULTY DEVELOPMENT PROGRAM





UAB OFFICE OF STANDARDIZED PATIENT EDUCATION



During FY17, 4,902 individual learners came to the Standardized Patient Center for educational activities. **4,902**

OSPE Mission

The mission of OSPE is to create formative and interactive educational experiences that will provide students and health care professionals a supportive environment in which to hone their interpersonal and empathetic skills, as well as their diagnostic and problem solving abilities

OSPE Vision

The vision of OSPE will allow UAB to expand existing educational programs, launch new instructional techniques, and employ optimal outcome assessments with the ultimate goal of training competent, compassionate professionals while fostering educational research.

OSPE Core Values

- Education
- Innovation
- Service

- Commitment
- Professionalism

OSPE contributes to the interactive and simulated educational experience at UAB. Within OSPE are the SP Program and SP Center. Collectively, OSPE provides a controlled setting where students can learn, practice, and be evaluated on the skills required to communicate and work effectively with patients. Utilizing current best practices and innovative SP methodology, the SP Program provides the resources for an educational environment to enhance students' abilities in medical interviewing, physical examination, clinical reasoning, and patient counseling through realistic interactions with standardized patients. OSPE supports both formative and summative SP encounters. Examples of summative assessment include objective standardized clinical examinations (OSCEs), competency assessments, and clinical skills validation.

In FY17, OSPE accomplished two important goals that, collectively, provided quality enhancement for all assessment activities occurring within the SP Center.

Annual Feedback Training for SPs

Providing effective feedback to learners regarding interpersonal and communication skills is a hallmark of SP methodology.

Post Assessment Reflection (PAR)

After OSCE completion, learners now attend a post-assessment reflection activity which allows learners to highlight their strengths and opportunities for growth based on their OSCE performance. This has proven to boost learner confidence and enhance OSCE perceptions post-PAR.

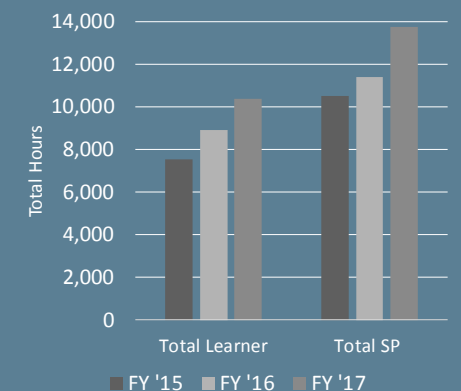
In FY17, individual learners spent 10,354 hours engaged in educational activities in the SP Center.

OSPE by the Numbers

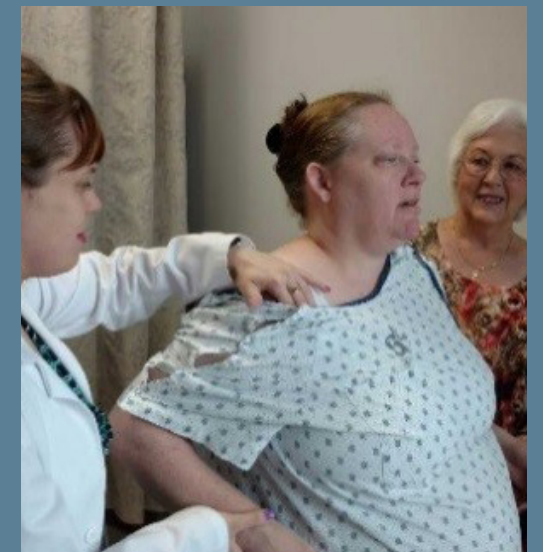
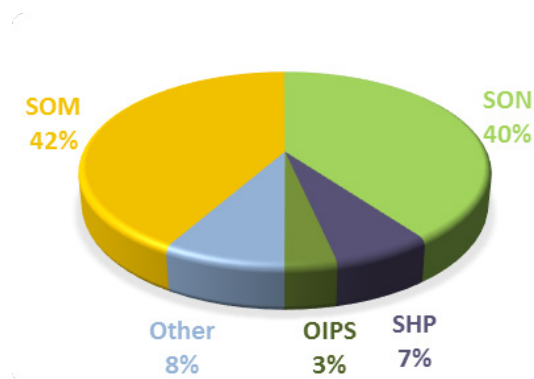
We have a diverse pool of SPs representing a variety of ethnic and cultural backgrounds encompassing a wide range of ages. OSPE currently has over 120 individuals under contract as Standardized Patients. These individuals are carefully recruited and trained. Standardized Patients are matched with the cases using specific criteria such as age, gender, race, etc. Each SP encounter is designed to be as realistic as possible to enhance the learning experience.

During FY17, 4,902 individual learners came to the Standardized Patient Center for over 10,354 learner hours of educational activities (see chart on right side bar). This resulted in over 11,300 SP hours of educational and/or assessment activity. Programs were conducted on 225 of the 251 available days that the SP Center was open, for an 89.6% space utilization rate in FY17 as compared to an 84% and 68% space utilization rate in FY16 and FY15, respectively. OSPE is dedicated to serving the needs of health professional schools and their students and therefore has accountability to the student, program, institution and profession.

ANNUAL SP CENTER ACTIVITY



SP PROGRAM USERS FY17





UAB OFFICE OF INTERPROFESSIONAL SIMULATION FOR INNOVATIVE CLINICAL PRACTICE



Poverty Simulations

According to the United Health Foundation, over 25% of Alabama's children live in poverty, over 12% of the adult population has diabetes, and nearly 13% of the population lacks health insurance. As faculty and staff who work in the state's most populated county with exposure to students in 6 different health schools and a Department of Social Work, we can have a huge impact on our students' understanding of poverty and the impact it has on our future patients and clients.

One method of exposing students to poverty, along with other complex social and health issues, is a large-scale simulation such as the Community Action Poverty Simulation (CAPS). CAPS was created by the Missouri Association for Community Action and has

been implemented at various universities across the country with the goal of exposing students to the challenges faced by those who live in poverty. In 2015, OIPS began partnering with faculty and staff from across the institution to offer the Poverty Simulation to undergraduate and graduate students on the UAB campus. Each simulation can accommodate 80 students who are divided into pre-determined families with the goal of making it through a month of working and paying bills while facing the challenges of a low-income family.

Last year, OIPS offered 11 Poverty Simulation sessions for students from the schools of nursing, medicine, health professions, dentistry, public health, and the college of arts and sciences. Over 700 students partici-

pated in these simulations. Each simulation concluded with an interprofessional small group debriefing. The debriefings focused on the challenges of those living in poverty, attitudinal changes the learners experienced during the simulation, and practical applications to future patient / client encounters with those who may be living in low-income situations. To date, OIPS has trained 45 faculty and staff from across the university and the UAB Health System to facilitate small group debriefings for these simulations. Scholarly activity focused on the Poverty Simulation includes one peer-reviewed journal article, one educational curriculum guide, two poster presentations, and three oral presentations.

High quality simulation requires well-trained, committed facilitators and partnerships between stakeholders.

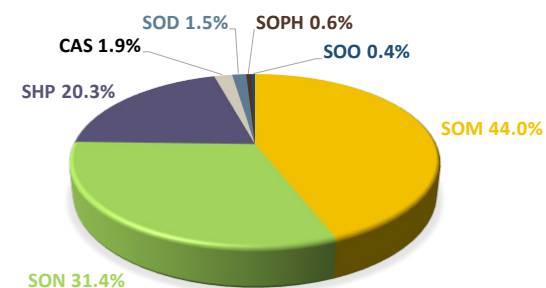
Interprofessional Simulation

In FY17, OIPS sponsored, supported and/or tracked 14,298 hours of university-focused simulation in 307 course sessions. The learner distribution for these courses is shown at right. Courses with participation by university students include: Acute Care IP Sims: Emergency Critical Care, Acute Care IP Sims: Med Surg, Acute Care IP Sims: Neuro, Acute Care IP Sims: Psych, Basic IP Sims - Closed Loop, CUS Language, Handoff, Huddle, Role Assignment, Situational Awareness, Speaking Up, Task Assistance, CDS QEP, ICU IPE, Poverty Sims, Prep for Practice, SHPEP - Biosafety Training

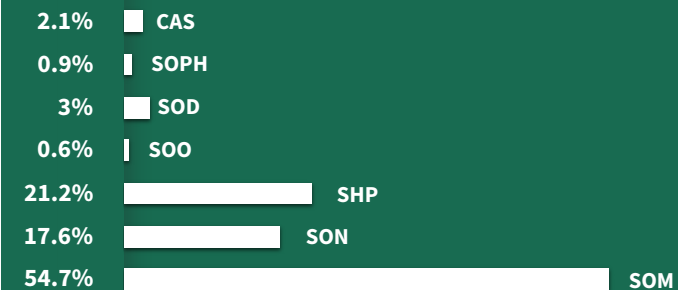
Faculty Development

In FY17, OIPS delivered 2,169 hours of facilitator development in 37 course sessions. Facilitator development courses include: Advanced Debriefing, DASH® Series, ESP Workshop, IMS at UAB, Procedural Skills Facilitator Course, Rapid Cycle Deliberate Practice Facilitator Course, Sim 1, Sim 2, and SimConnect. Faculty and staff from all of our stakeholder institutions participate as facilitators. In FY17, a total of 1,952 facilitator hours were contributed. The distribution of these sessions across our stakeholder partners is shown below.

UNIVERSITY FACILITATOR TOTAL HOURS



UNIVERSITY LEARNER DISTRIBUTION



Sim 2



MAIN RECOMMENDATIONS FOR IMPROVING INTERPROFESSIONAL TRAINING / PRACTICE AT UAB

- Campus resources – structural support to facilitate collaboration and networking
- Curriculum development/ training
- Patient centered/ clinic workflow
- Teamwork leadership development
- Guidelines / policy to promote teamwork/ learning



CIPES would like to thank the members of its Executive Oversight group: Pamela Benoit, Will Fernainy, Doreen Harper, Craig Hoesley, Linda Lucas, Loring Rue, Selwyn Vickers and its Program Advisory group: Scott Buchalter, Conan Davis, Laurel Hitchcock, Ashley Hodges, Craig Hoesley, Rick Kilgore, Kevin Leon, Lisa McCormick, Stephen Mitchell, Jacqueline Moss, Lynn Stover Nichols, Kathy Nugent, Todd Peterson, David Schwebel, Donna Slovensky, Kelley Swatzell, Candice Turner, Penni Watts for their guidance.

CIPES Leadership

Carlos Estrada (CIPES), Allison Shorten (OIPC), Shawn Galin (OSPE), Marjorie Lee White (OIPS)

To learn more about CIPES, please visit our website - www.uab.edu/cipes.